REPORT RESUMES

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AN ANALYSIS OF TRENDS AND TEACHER PROBLEMS IN FOREIGN LANGUAGE INSTRUCTION IN PUBLIC SECONDARY SCHOOLS OF UTAH, 1965.

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SECONDARY SCHOOL TEACHERS IN UTAH RESPONDED TO A QUESTIONNAIRE USED TO GATHER DATA ON THE PRESENT STATUS OF FOREIGN LANGUAGE TEACHING. THE INFORMATION IS SUMMARIZED AND PRESENTED IN THIS REPORT UNDER SUCH HEADINGS AS TEACHER PREPARATION, PROGRAM ARTICULATION, METHODOLOGY, THE LANGUAGE LABORATORY, AND FOREIGN LANGUAGE FAIRS AND FESTIVALS. THOUGH EACH TOPIC IS TREATED INDEPENDENTLY, THE TOTAL REPORT REVEALS A NEED FOR IMPROVED FOREIGN LANGUAGE PROFICIENCY, AND STRONGER ADMINISTRATION TO ENSURE PROGRAM ARTICULATION, ADEQUATE TEACHER PREPARATION, AND ADEQUATE EQUIPMENT. SPECIFIC RECOMMENDATIONS ARE FOUND AT THE END OF EACH CHAPTER FOR EACH AREA IN NEED OF IMPROVEMENT, AND A SAMPLE QUESTIONNAIRE IS INCLUDED IN THE APPENDIX, FOLLOWED BY A SELECTIVE BIBLIOGRAPHY OF PUBLISHED AND UNPUBLISHED MATERIAL. (SS)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A Thesis
Presented to the
Department of Languages
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Glen Weston Probst
August 1966

Supported by Funds From
Utah State Board of Education
Research and Experimentation Funds
Section 53-7-4 U.C.A. 1953, as amended
According to Agreement No. 6727

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This thesis, by Glen Weston Probst, is accepted in its present form by the Graduate Department of Languages at Brigham Young University as satisfying the thesis requirements for the degree of Master of Arts.

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CHAPTER I

INTRODUCTION

Since the close of the second World War, foreign language instruction in Utah has developed rapidly in the number of pupils participating, in the number of schools offering language instruction, and in the variety of languages taught. With the establishment of the National Defense Education Act (NDEA) in 1958, the foreign language programs in Utah secondary schools have gained much needed support. The number of years which a child can study a foreign language has become greater. Because of the increased number of students in public schools, it is possible to offer foreign language instruction over a greater number of years. The student can now learn the fundamentals of a foreign language in the public schools and be ready to broaden his general knowledge of the language at the college level. It is possible in some districts of Utah to study the same foreign language from grade five through grades ten, eleven, or twelve. However, this is the exception rather than the rule.

Concomitant growth in foreign language instruction has been evidenced in related areas such as increase in the number of texts or programs of instruction being published and in the number of prospective teachers being trained to teach foreign languages. This rapid growth of foreign language instruction in the public schools has caused definite problems. Demands on the foreign language teacher have greatly increased; texts are based upon different philosophies of instruction and principles of learning which have confused many new as well as veteran teachers. Several of the newer foreign language programs produced by publishers such as the Encyclopaedia Britannica Films Inc., Chilton Books, and McGraw Hill require special training on the part of the teacher for effective and successful use in the classroom. These demands, along with more emphasis on the use of electro-mechanical aids in the classroom, have caused confusion in the thinking of foreign language teachers and blurred their objectives of foreign language instruction.[1]

It has been observed that the support a foreign language teacher receives from administrators on both the district and school level determines to a great extent the survival of the foreign language program. The teacher cannot carry the load alone. Few districts in Utah have published statements in which their philosophy or their objectives pertaining to foreign language instruction have been expressed. At the present time only one school district in Utah has a professionally qualified person assigned full-time to the supervision of foreign language instruction. Five of the forty districts in Utah have a person designated on a part-time basis to direct foreign languages.

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[1] J. Wesley Childers, Foreign Language Teaching (New York: The Center for Applied Research in Education, Inc., 1964), p. 30.

Some districts have language instruction in the senior high school grades only; others teach foreign languages in the elementary, junior, and senior high schools. Serious gaps may occur in the sequence of instruction, and there may be dead-ends of instruction offered; e.g. foreign language taught in the elementary school but not in the junior high school.

The above mentioned conditions and trends indicate that foreign language teachers are faced with serious problems. Supervisors, superintendents, and school-boards should be cognizant of the problems, offer support, and be willing to cooperate in their solution. Teacher training institutions should be aware of the situation and be prepared to train foreign language teachers to meet the demands of their profession.

The purpose of this study is to analyze the trends of instruction and problems foreign language teachers are facing in Utah and to make recommendations pertaining to the preparation and in-service training of these teachers. Trends and problems related to foreign language instruction in the following areas are investigated and considered:

1. Teachers' background and preparation.
2. The continuity of foreign language instruction.

3. Correlation of foreign language texts.
4. Methodology and goals.
5. The language laboratory.
6. Foreign language fairs and festivals.
7. Direction and support.

The information pertaining to this study was gathered from two major sources. During the months of April and May of 1965, the writer made personal visits to the administrative offices and foreign language classrooms of the public school districts of Utah. A questionnaire formulated by the writer (see Appendix) was mailed to the foreign language teachers in each district. This was explained, when necessary, by the writer in personal interview. Two-hundred and fifty questionnaires were sent to the foreign language teachers of Utah. One-hundred thirty-three, or 53 per cent of these, were completed and returned to the writer. Teachers responded in thirty-one of the forty Utah school districts. One school district refused to participate in the study and eight, or 20 per cent of the districts, had no foreign language programs. Therefore, with the exception of one district, a response was received from every school district in Utah with a foreign language program.

Other studies concerning the trends and problems of foreign languages in Utah have been made in the past. In 1946, Poulter[2] made a study of foreign language teaching in Utah. His investigation showed that Latin, French, German, and Spanish were being taught in the state at that time. He observed that in 1945, foreign language instruction was offered in only twenty-six of the seventy-five public high schools of Utah, and in comparison with the Northwestern States and the United States as a whole, Utah, in most phases of language enrollment, was far behind the other two regions. He found that the majority of foreign language students was registered in first year courses, and that most high schools offered only two years of instruction. Although he was concerned mainly with enrollments and his principal finding was the low percentage of the students in the public schools of Utah enrolled in foreign language classes, Poulter made several valuable recommendations. His recommendations concerning district support and direction, correlation of text and courses, and teacher preparation are important considerations in the present study.

In 1956-57, Sandberg completed a study of the modern foreign language programs in Utah public schools. He observed that a substantial majority of the teachers in the state used the oral approach to foreign language instruction. An extensive elementary foreign language program was instituted in the Alpine School District. He reported that official support of foreign language instruction had been growing, and that in the number of high schools offering language classes, Utah stood slightly above the national average. The most frequent administrative and organizational problems were found to be large classes, lack of mechanical equipment and intensive instruction, and insufficient student motivation. Problems of methodology concerned the tendency to translate literally, the difficulty in forming correct language habits, and the hesitancy of the students to use the language in an undirected situation.

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[2] George Raymond Poulter, "A Survey of Foreign Language Teaching in the State of Utah" (unpublished Master's thesis, Department of Education, University of Utah, 1946).

[3] Karl C. Sandberg, "A Study of the Modern Foreign Language Programs in Utah Public Schools 1956-57" (unpublished Master's thesis, Department of Modern and Classical Languages, Brigham Young University, 1957).

A study concerning the visual adjunct in foreign language instruction was done by Miller[4] in 1964. He found that certain methods and materials of foreign language instruction are important; French audio-lingual-visual materials produced proficiency in language students superior to that obtained in an audio-lingual course. Positive motivational indications did accrue in favor of the audio-lingual-visual students over audio-lingual students. Miller's study is not of the same scope and purpose as the present study, but it does contain some important findings pertaining to methodology.

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[4] James Dale Miller, "The Visual Adjunct in Foreign Language Teaching" (unpublished Doctor's thesis, Department of Education, University of Utah, 1964).

CHAPTER II

TEACHERS' BACKGROUND AND PREPARATION

It is common knowledge that the teacher is the key factor in the success of any program of instruction. The success of the teacher depends to a great degree on his knowledge of subject matter, methodology, and professional education. The teacher training institution is responsible to see that the teacher is prepared in the four basic skills, e.g. listening, speaking, reading, and writing, along with a knowledge of literature and grammar of the languages. After graduation it is the personal responsibility of the teacher to exercise a professional attitude in continuing to develop and perfect himself. One of the critical elements in this day and age is teacher training in foreign language methodology which is treated extensively in Chapter IV. In this chapter the following areas are examined: (1) the background and preparation of foreign language teachers, (2) areas for further preparation, and (3) changing methodology.

Of the 133 foreign language teachers who answered the questionnaire, 116 reported that they had a secondary teaching certificate; three indicated that they had a life diploma; and seven were teaching on an authorization basis. Seven teachers did not respond to this item.

Seventy per cent of the foreign language teachers indicated membership in one or more of the several professional language organizations such as state and national associations. However, only 52 per cent of the teachers belonged to the Utah Foreign Language Association.

The foreign language teachers who responded to the questionnaire were well represented in attendance at National Defense Education Act institutes, with fifty-eight having participated in either a summer institute or a full-year institute. Forty-five, or 77 per cent of these participants, indicated that their students had benefited very much from the experience gained at the institutes. The NDEA institutes have been a significant help in the training of foreign language teachers and in the improvement of instruction in the foreign language classrooms. In fact, the foreign language teachers' opinions almost ranged unanimously from good to superior in regards to the contribution made by NDEA funds in helping them to present an effective program of foreign language instruction and to be better-prepared teachers.

Besides the training gained at the institutes, a vast majority of the foreign language teachers of Utah indicated that they had participated in such in-service programs as district workshops, university classes, state curriculum committees, and textbook evaluation in both district and state committees.

Ninety-six, or 72 per cent of the respondents, indicated that they had lived or been for any length of time in a foreign country where the language they teach is spoken natively. Of these ninety-six, fifty-five indicated missionary experience as their reason for being in a foreign country. The other teachers gained their experience in a foreign country either as students or as tourists.

As a whole, the study revealed that the foreign language teachers in Utah are very conscientious about their responsibilities and are taking advantage of the opportunities available to continue their professional preparation. The one blemish appears to be that many foreign language teachers have not taken membership in their state foreign language association, and only a few have indicated that they subscribe to professional foreign language journals.

The highest percentage of teachers indicated that they wanted to improve their ability to speak the foreign language they were teaching. Next, language analysis, culture, and professional preparation were expressed as areas in which the foreign language teachers thought they needed further preparation. The teachers as a group agreed that they were weakest in the areas of fluency (ability to speak the language) and language analysis (grammar). They felt best prepared in the area of aural understanding. Reading and writing were areas in which the teachers neither considered themselves suprior nor lacking to the extent of needing further preparation.

The foreign language teachers in Utah appear to be well prepared to teach foreign languages. However, there were several teachers who expressed a need for further preparation. It was the opinion of some teachers that there was a lack of training among them in modern methods, techniques, and materials; and that there appeared to be evidence of resistance among the veteran teachers concerning new methods. They were also of the opinion that teacher training should be continually updated including language ability, techniques of teaching, and use of audio-visual equipment with new books and programs. In addition it was evident that in-service training should be provided.

Again, judging from the results obtained on certain items in the questionnaire pertaining to teacher preparation and actual visits to various classrooms throughout the state, it is the opinion of the writer that the foreign language teachers in Utah as a group have been well prepared. However, methodology has been changing at a rapid pace; new and more adequate techniques have been developed; new programs which require special training have come into existence. Many teachers have not kept up with the trends and innovations and have therefore fallen behind, continuing to use pre-World War II methods of foreign language learning. It appears that there are teachers who do not care to update themselves and their programs of instruction. It was also evident in the data gathered that the salary paid to teachers made summer employment necessary when many would prefer to do post-graduate work in order to better qualify themselves in the use of newer methods and techniques.

In summary, it can be said that the foreign language teachers in Utah are prepared in professional education. They have indicated a need for help in developing speaking proficiency and understanding the grammar of the foreign language they are teaching. NDEA funds have provided institutes to train teachers and financial help in purchasing equipment. In-service activities have been helpful. Only about 50 per cent of the foreign language teachers belong to the state foreign language group. The teachers have indicated that they want to use audio-visual-lingual programs of instruction.

It is recommended that teacher training institutions do more to prepare teachers to be fluent in the foreign language they teach. Perhaps prospective teachers should be required to pass at a minimum level the MLA Test of Proficiency for Teachers and Advanced Students. It is also recommended that teachers be trained in the various methods incorporated in the newer programs of instruction. School districts should organize foreign language teachers and help them solve their problems by providing in-service training, cooperative selection of texts, and by encouraging more professional interest.

CHAPTER III

CONTINUITY OF FOREIGN LANGUAGE INSTRUCTION

Articulation or continuity of foreign language instruction is considered an important part of this study. Foreign language teachers were asked to respond to various questions in this area. These responses, listed below, have pointed out the problems which teachers are facing in attempting to offer a well-articulated program of foreign language instruction.

In responding to the statement, "The foreign language instruction in your school is related to that which the students received in the earlier grades," forty-five, or 34 per cent of the teachers, indicated that they did not know; thirty-two, or 25 per cent, indicated that the correlation of instruction was inadequate; and fifty-four, or 41 per cent, reported that the correlation of foreign language instruction was good or excellent.

In commenting on the affirmation, "As the students progress through the grades in your school, the foreign language instruction they receive is related or coordinated," twenty-four, or 18 per cent, indicated that they did not know; twenty-six, or 20 per cent, reported that the coordination of foreign language instruction was inadequate; and eighty-one, or 61 per cent, indicated that the instruction was related or coordinated.

In response to the statement, "The foreign language instruction offered to students after they leave your school is related to or coordinated with that which they received at your school," fifty-two, or 39 per cent of the respondents, indicated that they did not know; twenty-five, or 19 per cent, reported that the coordination of foreign language instruction was inadequate; and fifty-six, or 42 per cent, indicated that the coordination of foreign language instruction was good or excellent.

It appears that at the present time the foreign language teachers are definitely coping with the problem of continuity of instruction. They have not solved the problem, but have made great strides in adjusting to it. Of all concerned, the foreign language teachers are the ones who feel the problem of articulation most but have no or little authority or means to do anything about it--only adjust to it. The district personnel do not feel the problems brought about by lack of continuity of instruction because they are too far removed from these problems. In many instances no one on the district level is actively directing or supervising foreign language instruction. This observation is based upon the comments of the respondent teachers. Considering the observation regarding supervisors contained in Chapter I,[1] it appears that the personnel in the school district offices in Utah as a whole are not close enough to foreign language instruction in order to be aware of the problems brought about by the lack of continuity of instruction.

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[1] See page 2.

The foreign langauge teachers have indicated the need to establish better coordination and cooperation between elementary, junior, and senior high schools. Therefore, the teachers expressed the urgent need for supervisors of foreign languages on the district level. Only someone assigned to the problem will organize the foreign language teachers and programs to establish a continuity of instruction from the elementary school through the high school. The foreign language teachers are aware of the need to build a continuity of course offering.

A list of several of the most frequent recurring and important problems concerning continuity of instruction as perceived by the teachers themselves will illustrate this problem further.

1. District problems are mostly a lack of coordination between schools. No one emphasizes the need of language study in the high school. Some attempt is made to introduce language in the elementary schools with no planning as to how this should be coordinated with a complete program. All languages are not taught in elementary grades. The student is obligated to take what is offered.

2. The district is satisfied to say that foreign languages are taught. They are interested in fitting students into any slot. They will not consider any program which will cause more problems of scheduling. There is no articulation

between elementary, junior high, and senior high school. A variety of teachers at different levels using different techniques and different types of instructional material--it's a mess!

3. Something is wrong with our foreign language program as the better students are not guided into this program. Being offered in elementary and junior high, the foreign language program seems to drop in high school (evidenced in three high schools in district). There should be a correlated program, district-wide and state-wide.

4. Lack of coordination between public schools and universities. Correlation with college programs is greatest problem.

5. Adequate financing to justify classes with smaller numbers of students--hence being able to guarantee 2nd and 3rd level classes. The administration of districts and schools have a policy which prevents a class which is too small in number from going on in a third or fourth year program in language.

6. In our district, starting students earlier has not resulted in their studying languages longer. They quit earlier to make up for starting earlier with the result that we still have, in effect, a two or three year program. Under these circumstances, I believe it would be better for most students, and especially for college bound students, to start in the 10th grade and carry through to the 12th grade. When they start in the junior high and quit in the 10th grade, they then have a two-year forgetting period and must practically start over again in college.

7. The largest problem seems to be that state requirments crowd out the electives making it impossible for the student to choose a foreign language. Whether this be a district problem or a state problem, I'm not sure. On the junior high level, the students just do not get to choose because of required subjects. Perhaps our schools require more than the minimum set by the state.

    On the elementary level, the problem seems the same. Teachers resent allowing language or music teachers taking any of the time away from

> their regular instruction of the class day. We could probably set up a program with the use of a traveling teacher in the elementary schools, if this were not the problem. I do not agree, however, that any teacher can teach language even with the help of T.V.

It is evident from the above problems that the foreign language teachers are faced with difficulties in several different areas.

One area which has not yet been treated is that problem of when foreign language instruction should begin. It is the opinion of seventy-nine, or 59 per cent of the respondents, that foreign language instruction should begin in the elementary school; grade four received the highest frequency of votes. The next logical place to begin such instruction was thought to be at the junior high school level, in which grade seven was preferred. The senior high school was considered the least desirable place to begin foreign language instruction. In the senior high school, students should not be allowed to begin the study of foreign language after grade ten, according to the opinion of the respondents.

Because language texts are one of the major elements of continuity of instruction, an attempt was made to determine the general correlation of foreign language texts on all levels of instruction. It is necessary that the text which the student uses on Level II of his foreign language instruction is well coordinated with that which he uses on Level I, and that there be a good continuity with the text the student will use on Level III is important.

In regard to the correlation of texts mentioned above, thirty-seven, or 35 per cent of the respondent teachers, reported that their texts related poorly or were not related with the texts used by their students on the previous level of foreign language instruction. The remaining sixty-nine, or 65 per cent, indicated a good to excellent correlation of texts. A better correlation was found between the current texts students were using and those they were to use on the following level of instruction; ninety, or 78 per cent of the foreign language teachers, indicated a good to excellent correlation, and twenty-six, or 22 per cent, reported either a poor continuity or none at all.

It is evident from the above data that there are too many foreign language programs which do not have an adequate correlation of texts in sequence. This continuity of texts is important to the student and the survival of the foreign language program. If the student is maneuvered from one program and text to another, he will become confused and probably discontinue. The data gathered indicated that many students, because of this lack of continuity and correlation of texts and programs, feel that they have taken the Level I foreign language course two and three times. The feeling of frustration that students experience has been the result of poor communication between schools and foreign language teachers. In many cases, because of the lack of communication, the Level II teacher in the high school is repeating the material already covered by the Level I teacher in the junior high school.

Below is a list of several statements made by the foreign language teachers concerning this problem.

1. Better coordination and cooperation need to be established between junior and senior high foreign language programs in foreign language instruction.

2. In some districts no continuity of texts or materials between levels and schools.

3. Not using same basic system of instruction, e.g. A.L.M., El Camino Real, etc. A smooth program of articulation from T.V. elementary school instruction to junior high study is needed. There is need for a smooth transition from one level to another and plans should be made for 4th, 5th, and 6th levels of instruction.

4. Lack of coordination in text between junior high and senior high schools. This has produced a difference of opinions between the teachers as to method.

5. I think our greatest problem has been in correlating the texts of high schools and junior high schools, and in getting the teachers to work together. With the new course of study we are working on now, we should do better next year.

The foreing language teachers consider the continuity of instruction and correlation of texts a vital part of a foreign language program. Foreign language teachers need to communicate with each other. One program of instruction needs to take over and follow up where the previous program of instruction terminated. Continuity must be maintained in order to have a successful program of foreign language instruction, and it must continue as long as there are levels of advancements or higher steps for the student to take in basic foreign language learning.

If this continuity is neglected, the foreign language program will never be completely successful. The student will be repeating Spanish I, French I, etc. two and three times in his career; students will feel no satisfaction of advancement and achievement. Frustration will be the result and the foreign language program will slowly diminish in spite of the efforts of those concerned with its growth.

In summary, it can be said that a large group of teachers has indicated that the continuity of foreign language instruction and texts from one school or level to the next is either inadequate or not known. The foreign language teachers have confronted the probelm of articulation and made adjustments to it. The administrators are not close enough to this problem to give sufficient assistance for its solution, for very few districts have personnel who are actively directing foreign language programs. The foreign language teachers have indicated that better cooperation and coordination need to be established between the elementary, junior, and senior high school. The teachers think that this coordination can only be brought about through the efforts of a district foreign language supervisor. Some teachers also indicate a need to establish better communication with the universities concerning the transition of high school students into college foreign language programs. The teachers agreed that the best time to begin foreign language instruction is in the elementary school at the 3rd, 4th, or 5th grade level.

It is recommended that each district assign or provide a professionally qualified person to direct and supervise the foreign language programs of its schools, and that through this direction a cooperative effort be maintained in the foreign language program from elementary to senior high school. It is also recommended that the colleges and universities communicate and cooperate with the foreign language teachers through the district foreign language supervisor in providing for continuity of instruction between high school and college.

It is recommended that the district and the foreign language teachers cooperatively select a text(s) or program of foreign language instruction which will best fit the needs of all levels of instruction, and that provision be made in order to have continuity of instruction.

CHAPTER IV

METHODOLOGY AND GOALS

As it has been stated in the introduction, there are so many new methods and programs of language instruction that many foreign language teachers, as well as the public, are confused. Each new method is supported by research and evaluation which seem to prove it to be the best. An attempt was made to solicit a response from the foreign language teachers which would give an indication of the method they preferred to employ in the classroom. Although it is recognized that there are numerous methods, the foreign language teachers were asked to classify themselves as having a preference of one of the following three methods: (1) grammar-translation, (2) oral-aural, (3) audio-visual-lingual.[1]

Four teachers, or 3 per cent of the respondents, indicated a preference of the grammar-translation method; fourteen, or 11 per cent, had a preference of the oral-aural method; twenty-seven, or 20 per cent, indicated a preference for a position somewhere between the grammar-translation method and the oral-aural method; forty-six, or 35 per cent, stated a preference for the audio-visual-lingual method; thirty-four, or 26 per cent, indicated a preference for a position somewhere between the oral-aural method and the audio-visual-lingual method; and seven, or 5 per cent, indicated a preference of something other than the three methods mentioned above. These "other" methods were investigated by the writer and all of them, although considered to be different by the seven respondents, were classified under one of the above mentioned categories.

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[1] For a description of methods see questionnaire, page55, of the Appendix.

It should be pointed out that the above indications are of preference only. This does not mean that the majority of foreign language teachers, although they prefer the audio-visual-lingual, is using that approach in their language classes. The data gathered on texbooks indicated that the majority of teachers is using an oral-aural approach with some aspects of the grammar-translation method included. It was surprising to the writer to see the number of foreign language teachers that is still using a completely grammar translation approach to language teaching.

It is evident by the data gathered that the foreign language teachers in Utah are establishing a trend of foreign language instruction in favor of the audio-visual-lingual approach. In 1956, the trend was toward an oral-aural methodology. That trend appears to be an established practice at present, and now the preference of the majority of foreign language teachers in Utah is the audio-visual-lingual methodology. It is noteworthy that only 3 per cent of the respondents consider themselves strict traditionalists preferring the grammar-translation method of instruction. The trend of methodology in foreign language instruction, as has previously been stated, is evidently moving in the direction of the newer audio-visual-lingual approach. This new method stresses extensive and intensive use of the visual adjunct. It appears that many foreign language teachers throughout the state have jumped on the band-wagon so to speak in regard to this new trend in methodology. These teachers have seen the good results brought about by the use of this methodology and have become converted to it. Obviously there is much enthusiasm in regard to the audio-visual-lingual method. Many teachers expressed the desire to adopt it, but they lack the training required to successfully use this approach. In some instances where the untrained teacher has adopted the audio-visual-lingual program, the results have been detrimental. Studies have indicated that the use of the visual adjunct greatly improves and facilitates language learning.[2] But if the teacher does not understand the methodology which is to be employed with this method, it is the opinion of the writer that it might be better for the teacher to stay with the new method in which he has training until he can be taught the new method.

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[2] Miller, 81.

There is a problem of training the many teachers who have indicated a preference to use the new audio-visual-lingual method. It appears that the foreign language teachers who prefer this method are not using it because they either do not have the training to use it, or the school does not have the funds to provide the materials required, for the newer audio-visual-lingual programs are much more expensive than the other programs.

Returning to the problem of methodology in general, it is advisable to list some of the most pressing problems in this area as described by the foreign language teachers on the questionnaires.

1. Lack of coordination in programs within the state. Students moving from one area to another are lost. Many areas are still teaching the traditional method. Students coming into the audio-lingual method from traditional or visa-versa have a difficult time adjusting.

2. It's difficult (from an energy standpoint) to teach oral-aural method the large part of each class for three to five class periods each day.

3. The only real problem is audio-lingual fatigue. This offers a constant challenge. What A.L.M. offers in the first half dozen dialogs is excellent material, however, constant drill and audio-lingual method soon tires both teacher and student and it is hard to find time and materials to supplement the program.

4. I would like more established pattern drills and visual aids to illustrate and reinforce what the students are learning.

5. Audio-lingual or aural-oral approach is very tiring for the teacher if taught without equipment or corresponding tapes, records, or filmstrips.

From the above comments it can be said that the audio-lingual method is physically demanding on the foreign language teacher, and in many cases the students experience audio-lingual fatigue.

Related closely to methodology is the area of goals of foreign language instruction. It is obvious from the data gathered that the teachers prefer to use the latest methods available in language teaching. These newer methods have been developed as a result of the efforts on the part of many professional people trying to bring about a faster and more complete realization of the desired goals of foreing language instruction. Therefore, an attempt was made to determine if the foreing language teachers as a group were aware of the goals they should be aiming at. The following three goals were selected by the foreign language teachers as the most desirable of a list of eleven possible goals for foreign language instruction.

1. To understand a foreign language when spoken at normal tempo on a subject within the range of the pupil's experience.
2. To be able to speak the language with a degree of fluency.
3. To appreciate and understand other people (world neighbors) through the ability to communicate in their tongue.

The following three goals were listed as the least desirable of the eleven possible goals for foreign language instruction.

1. To learn to appreciate the literary heritage of the people whose language is being studied.
2. To acquire a knowledge of significant features of the country or area (geographical, economic, political doctrines, scientific developments, etc.) where the language being studied is spoken natively.
3. To acquire through the foreign language an understanding and appreciation of the contemporary values and behavior patterns of the people whose language is being studied.

It should be noted here that the above goals which were chosen by the foreign language teachers as the most desirable, correspond in the most part with the goals set up by the NDEA, Title III Guidelines.[3] However, an interesting contradiction developed in the selection of the most desirable and least desirable goals. The statements numbered three in each list are closely related, if not basically the same. This shows the inconsistency of data obtained through the questionnaire method.

To summarize it can be said that many methods of foreign language instruction are being used today and this has led to confusion among teachers. A majority of the foreign language teachers indicated a preference of the audio-visual-lingual method or approach and they appear to be establishing a trend in this direction. Many teachers do not have the training required to effectively use the newer methods, and they indicated that the oral-aural method of teaching is physically tiring for the teacher.

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[3] U. S. Office of Education, NDEA, Title III Guidelines, 1965, pp. 32-33.

It appears that the foreign language teachers of Utah are aware of the goals desired in foreign language instruction in general and they are endeavoring to realize these goals in spite of certain handicaps which appear to be present. It is the opinion of some teachers that a state-wide outline of general materials to be covered be drawn up and made available to all foreign language teachers in Utah.

In light of the desires and needs expressed by the foreign language teachers, it is recommended that in-service training be given to them in the use of newer programs of instruction. Teacher training institutions should also provide initial training in newer methods for prospective teachers. It is also recommended that the study outline desired by the teachers be made available.

CHAPTER V

THE LANGUAGE LABORATORY

The language laboratory and its use in foreign language instruction is considered to be an important part of the overall foreign language program by many teachers. However, there are also many foreign langauge teachers who are not convinced of its value in terms of what it costs. It is not the purpose of this study to determine the value of the language laboratory, but to record the opinions of the foreign language teachers concerning several pertinent questions about the language laboratory and its uses for foreign language instruction.

It was determined that forty-five, or 34 per cent of the foreign language teachers, had a language laboratory at their disposal. Thus, two-thirds of the teachers did not have access to such equipment. This is significant in light of the fact that 119, or 95 per cent of the total number of foreign language teachers who responded to the questionnaire, indicated that the use of the language laboratory was of value.

Twenty-one, or 49 per cent of the forty-three teachers who responded to the question, indicated that their students

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Twenty-one, or 49 per cent of the forty-three teachers who responded to the question, indicated that their students spent only one day per week in the language laboratory. Thirteen, or 29 per cent, indicated that their students spent two days per week in the laboratory. In regard to the length of time allowed during one session, twenty-one, or 44 per cent of the forty-eight respondents, indicated that their students spent twenty-five minutes or more in the laboratory during one session. It appears that a large number of students spend twenty-five or more minutes one day a week in the language laboratory.

Of the fifty-four teachers who responded to the question, the majority described the language laboratory as a good teaching and testing device and said that the students generally liked laboratory work. These teachers also indicated that if given a choice they would prefer to have the school invest in some type of a laboratory. However, most of the teachers indicated that they would not have the school invest in the usual modern laboratory with isolation booths, but in a modification of this, or the boothless type.

It is the opinion of the 133 foreign language teachers who responded to the questionniare that the five outstanding advantages and disadvantages of the language laboratory are as follows, in order of importance:

Advantages

1. It helps to improve the student's pronunciation through repetition.

2. It provides a native model for the students to imitate.
3. It provides for individual help and analysis.
4. It isolates the student.
5. It provides a way for the student to hear himself and evaluate his progress.

Disadvantages

1. Its mechanical failure, functional difficulties, repair, and general maintenance are a problem.
2. It becomes boring, tedious, and monotonous to the students.
3. It requires more supervision and pre-class preparation by the teacher.
4. It is too time consuming, if not a complete waste of time.
5. It becomes a place for the student to play and waste time.

It should be noted here that the teachers who responded to the items concerning language laboratories do not have or use the same type and make of equipment. What some teachers consider to be a laboratory may be just a dozen earphones plugged into a tape recorder. The laboratories considered here run the gamut from a modified tape recorder to the most modern of language laboratory facilities. These points must be taken into consideration in light of the advantages and disadvantages which have been listed above. Nevertheless, a good general picture is given which is important to consider. It is self evident also that the number one disadvantage of the language laboratory, if serious and not corrected, will nullify all the advantages it may possess.

Below is a list of statements which were made by the foreign language teachers concerning problems encountered in using the language laboratory.

1. Not sufficient time to do class work and use lab both. Ideally there should be a lab period scheduled when students can practice outside of class time.
2. We need a way to have students do drills outside of class--but schedule precludes this.
3. It is difficult to get all teachers to realize its value and learn how to use it to its maximum good.
4. The students can't get access to the lab for the time they need for study in it. Lab time should be over and above class time.
5. It takes time to set up and dismantle a portable lab in an ordinary class room. Girls with fancy hairdos hate to put on the earphones. Putting on earphones is to some students like an ostrich putting his head in the sand. Mechanical difficulties at strategic times.
6. It seems with junior and senior high students a lab is fascinating because it is mechanical. Unfortunately some students have to take it apart to see how it works. Therefore, the lab as such, remains unoperative most of the time.

It is obvious from the teachers' opinions and statements in this chapter that the main disadvantage of the language laboratory is its mechanical failure. Another major disadvantage not revealed under the list of disadvantages on page 30 is that of scheduling. There apparently is not enough time to do regular class work and laboratory work in the same period. Teachers feel that when students get into the laboratory they should stay the entire period in order not to lose time. Perhaps this is the reason that teachers are of the opinion that laboratory work should be arranged for outside of class time. In some cases the laboratories are too small to accommodate the entire class.

The above reasons are indicative of the disadvantages of the booth type language laboratory and support the use of the boothless language laboratory in which the students reach up and take the head-set from an overhead fixture directly above their desks. Within seconds the student is in a language laboratory situation.

Psychological studies have shown that it is not long periods of practice at infrequent intervals, but short periods of practice at frequent intervals which foster maximum learning of a skill such as speaking. This being the case, the boothless laboratory meets the practical demands for such intervals of short practice.

In summary, it was learned that the majority of foreign language teachers does not have access to a language laboratory, even though they considered its use to be of value. If given the opportunity to do so, the teachers would have the school invest in some type of laboratory. The main advantage of the laboratory, as pointed out by the teachers, is that it improves the students' pronunciation through repetition. The main disadvantage was found to be its mechanical failure. Another disadvantage was scheduling. These are indicative of the disadvantages of the booth type laboratory. It was pointed out that the boothless type laboratory would eliminate these disadvantages and make possible the practice of the language for short periods of time at frequent intervals, which psychological studies have shown to be the most effective in acquiring fluency in the language.

It is recommended that teachers be provided by teacher training institutions and by school districts with in-service training concerning the correct uses of the language laboratory. The State Board of Education should provide information which will be of help to the foreign language teacher when installing a language laboratory.

CHAPTER VI

FOREIGN LANGUAGE FAIRS AND FESTIVALS

Foreign language teachers indicated a strong desire to hold district fairs, for they think that they are of very much value.

The state and regional foreign language fairs received a very high rating by the teachers. However, some teachers indicated that those fairs held at certain universities were not well organized and needed to be improved. It is reported that this situation in part has been corrected and is much improved now. Special mention should be made of Brigham Young University and its leadership in this area, for it was given much praise by the teachers for its efforts to provide good fairs and make the students welcome to its campus.

Many teachers in the southern part of Utah stated that the fairs held in Provo and Salt Lake City are too far away and that participation is impossible. They expressed a need and desire to hold regional fairs for the students in the southern half of the state at Cedar City and/or St. George.

It has been evident that those students who have participated in successful foreign language fairs and festivals have received much enthusiasm for the language they were studying. The foreign language fairs are a great motivational help for encouraging the student to continue his foreign language studies. Many worthwhile rewards have been awarded to deserving students for their achievements in competitions at foreign language fairs held at the various universities in the past. Many foreign language teachers consider the foreign language fair to be the highlight of the year.

In light of the evidence of enthusiasm on the part of the foreign language teachers and students in favor of holding foreign language fairs, it is discouraging that so few districts provide preliminary or district fairs for the students. The data gathered indicated that many districts were not holding language fairs. This is probably attributed to the fact that there are not enough foreign language supervisors in the Utah districts to organize such activities.

Because of the growing popularity of the state foreign language fairs and the number of students participating, it is becoming mandatory for district fairs to be held in order to eliminate to a workable number of contestants for the state fairs. It is interesting to point out that in the last two years more students have participated in foreign language activities and competitions than any other type of activity of competition connected with the high school curriculum. Because of this excessive amount of participation, more attention and support from administrators is justifiably solicited and needed in behalf of the foreign language teachers of Utah.

In summary it can be said that there appears to be a need for more district foreign language fairs and festivals; the teachers indicated a desire to hold foreign language fairs on the district level. State fairs have been a great help in motivating students. The teachers in the southern half of the state want regional fairs to be held at Cedar City or St. George in order to facilitate participation. Therefore, it is recommended that school districts provide help and leadership to organize district foreign language fairs. It is also recommended that state or regional fairs be held in the southern half of the state each year in order to enable the students in that area to participate in foreign language competitions.

CHAPTER VII

DIRECTION AND SUPPORT

It has been evident throughout the preceeding chapters that district direction and support are very important to the healthy development of the foreign language program. It has also been mentioned that the foreign language teachers of Utah have indicated a growing need for this direction and support.

An attempt to discover the degree of support given to the foreign language programs by all factions concerned in the district and state is an important part of this study.

When asked to what degree such groups as the school-board, district administration, principals, parents, students, etc., support the foreign language program, the teachers indicated that the students were the best supporters. The principals were next in degree of support given, followed by the parents and district administration. Very little support was reported from the school-board and 40 per cent of the teachers felt that they could not make a valid judgment.

Sixty-two, or 47 per cent of the foreign language teachers, indicated that they were receiving excellent direction from their district offices in guiding the affairs of foreign language instruction. Twenty-nine, or 21 per cent, stated that the direction given them from their district offices ranged from fair to poor, and forty-one, or 32 per cent, indicated that no help or direction was given to them from their district offices.

Ninety-three per cent of the teachers think their districts should develop the foreign language program cooperatively with teachers, principals, and superintendents, and that the program developed should be followed by continued support and direction from the district level.

Perhaps the following statements by the foreign language teachers themselves will help to illustrate their problems in this area.

1. Lack of enthusiasm or up to date ideas or information on foreign language instruction among administrators.
2. There is little feeling of working together as a team in this school and district to improve foreign language instruction. Teachers tend to keep to themselves.
3. I feel that the entire state of Utah is not foreign language conscious. The parents show no real desire to have their children take the language. Most principals have never taken a foreign language and as a rule are ex-coaches --and can see only a healthy football program.
4. Lack of interest on the part of faculty, etc.
5. Educating the students and parents to the need of enrolling in the foreign language classes.
6. District wide: apathy, or they seem to feel foreign language is of little or secondary importance.
7. We need more communication with leaders and their help in solving problems with our boards

when our "suggestions" aren't enough.

8. We need to educate the public of the value of foreign language. Too many of our rural people still do not see the value of a good rounded education.

9. I would like a little more help in our district, in fact, in our southern part of the state more workshops, etc., and regional meetings.

10. My main problem is to get enough students interested in a foreign language to register for it.

11. Students and parents do not realize that a foreign language cannot be mastered in one or two years. They are not prepared to put forth the necessary time and effort required.

12. Counselors and grade school teachers should be informed about the foreign language program. Often they discourage students from taking a specific language because it is "too hard."

It is apparent from the above commentaries that the foreign language teachers have serious difficulties concerning the support of their programs. It is also evident that the teachers want help in carrying out their foreign language programs of instruction. The main problem concerning support is in getting the district to assume more responsibility of the foreign language program and provide professional help to give direction.

In summary it can be said that direction and support from the school district are very important to the healthy development of the foreign language program. Teachers thought that the least amount of support came from school-baords and district administrators. A majority of foreign language teachers indicated that they were either receiving no direction from their district offices or that the direction received was inadequate. The teachers want the foreign language programs to be developed cooperatively with principals and superintendents.

It is recommended that administrators become more concerned with the affairs of foreign language and that supervisors trained in foreign languages be assigned to encourage and direct the foreign language program. It is also recommended that a district foreign language committee consisting of teachers, principals, and supervisor be appointed in each school district to cooperatively coordinate and develop the foreign language program.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Foreign language teachers appear to be more current in their attitudes and opinions of the newer methods of foreign language teaching than in their ability to use them. Teachers need to be given training in the newer methods. It seems that in the past teachers have had to acquire most of their foreign language methodology and techniques in NDEA institutes after being graduated from college. Teacher training institutions should prepare prospective teachers so thoroughly that they will not need to depend on NDEA institutes for training.

Continuity of instruction is one of the most important needs of the foreign language program. The district supervisor, of whom there are few, has a crucial role to play in solving the problems of articulation. The publishing companies are now producing articulated texts which expand over several years of instruction. Because of this, there is a need for support, direction, and coordination of foreign language instruction from the district offices. Districts should formulate committees consisting of district supervisor, foreign language teachers, representative principals, and counselors. Districts should choose texts and programs of instruction as a result of cooperative thinking and discussion.

Sandberg stated that the goal of foreign language instruction in 1956 was toward the understanding and use of the spoken language by means of the oral-aural method.[1] The goal of the foreign language teachers at present is still toward the understanding and use of the spoken language. However, our methodology in reaching this goal is changing from the use of the oral-aural method to the use of the audio-visual-lingual method. The visual adjunct better facilitates and accelerates learning of the four basic skills.

Miller pointed out the advantages of the visual adjunct in foreign language instruction.[2] Experience is vindicating the findings of Miller's thesis that the visual adjunct produces superior results in initial learning and building of concepts to get the meaning of the social situation in which the phenomenon of language occurs. The foreign language teachers in Utah appear to agree with these findings.

The foreign language teachers have confirmed that it is difficult and demanding to teach a foreign language using the newer methods of instruction, and that it takes a great amount of determination and drive on the part of the student in order to achieve a speaking proficiency and a thorough knowledge of the language. Also, the students may develop audio-lingual fatigue if the teacher is not wise in his procedure and use of the newer methods.

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[1] Sandberg, 14-15.

[2] Miller, 81.

The writer endorses Poulter's recommendation that foreign language teachers should have at least a minor in the language they teach.[3] His recommendations concerning objectives, guides, and curriculum have been in practice in Utah for several years, but his recommendations concerning correlation of language texts, and courses, and district support and supervision are still major problems today which need to be solved.

Concerning the value of the language laboratory, there are differences of opinions among foreign language teachers. Laboratories are gradually becoming more prevalent and varied. More training needs to be given to the foreign language teachers who will be using the laboratory so it will be an effective tool for them. The boothless laboratory appears to fit the teachers' needs and has the potential to solve the problems which teachers have expressed concerning the laboratory. It is also less expensive.

Foreign language fairs and festivals are a great help in terms of in-service training for teachers and motivation for students. There is a drastic need for more district foreign language fairs. It appears that the districts are not offering much aid or guidance in holding district fairs.

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[3] Poulter, 139.

A major problem foreign language teachers face is that of getting the district to assume more responsibility for the foreign language program and give more direction. A majority of the problems in all areas which the teachers have expressed ultimately trace back to the lack of district supervision and support which appears to be prevalent throughout Utah. This was undoubtedly the most recurring of all teacher problems.

APPENDIX

STATE OF UTAH
DEPARTMENT OF PUBLIC INSTRUCTION
T. H. Bell, Superintendent
Salt Lake City, Utah 84114

April 26, 1965

Dear Foreign Language Teacher:

The enclosed questionnaire is designed to gather data which will indicate accurately the present status of foreign language instruction in Utah. The study has been approved by the Research Division of the State Department of Public Instruction.

The study is designed to allow you the opportunity to express your evaluation of several items such as textbooks. You will be invited to describe the problems you think are of greatest concern to you in your work as a foreign language teacher.

In order for this study to be worthwhile and of value, it is very necessary to obtain your cooperation in answering the questionnaire.

A researcher will call on you to pick up your questionnaire and to discuss any questions you may have in regard to its content. The researcher's name and the date of his visit is listed below.

Thank you for your cooperation.

Yours truly,

Mr. Glen Probst

Researcher__________________________ will call on you for

your questionnaire ___________________________________.

UTAH DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
RESEARCH ON FOREIGN LANGUAGE INSTRUCTION

April 1965

TEACHER'S QUESTIONNAIRE

Part I

Teacher's Background Information and Professional Preparation.

1. Teacher's Name________________ 3. District________________

2. School________________________ 4. City___________________

5. Teacher's Certificate Now Held:
(Circle only one that applies to teaching assignment)

1. Secondary
2. Authorization
3. Life Diploma

Credit Hours in Foreign Language. Quarter Hours
(Mark with X in squares)

	1 1-10	2 11-15	3 16-24	4 25-29	5 30-45	6 46 & above
6. French						
7. German						
8. Latin						
9. Russian						
10. Spanish						
11. Other						

12. Please circle the number of classes other than foreign languages that you are now teaching and indicate in the blank the periods per day that you teach the subject.

1. Elementary
2. Agriculture
3. Art
4. Commerce
5. Core
6. Driver Education
7. Homemaking
8. Health Education
9. Industrial Arts
10. Library
11. Languages
12. Mathematics
13. Science
14. Social Studies

13. Schedule of Daily Foreign Language Classes Being Taught and Evaluation of Texts--Grades 7 - 12.

Pd.	Language Course, Title & Level	Grd. Lev.	Min. per Prd.	Text Used	Publisher	Date of Pub.	Author	Opinion of Text
1								
2								
3								
4								
5								
6								
7								
8								

(further comment on any item)

14. Name any professional language organizations of which you are a member. (Circle)

    1. Utah Foreign Language Association
    2. NEA Department of Foreign Languages
    3. National Conference of Teachers of French, German, Spanish, Portuguese
    4. Classical Association
    5. Other (please identify)

15. Has your membership been of any help to you? (circle one item)

    1. Very helpful
    2. Somewhat helpful
    3. Of very little help
    4. Of no help

16. If you have attended an NDEA Institute, circle the year and level which you attended.

		Circle proper No. to indicate	
When 1.	Year 1959	Level 1, 2, 3, 4	Where ______________
2.	Year 1960	1, 2, 3, 4	______________
3.	Year 1961	1, 2, 3, 4	______________
4.	Year 1962	1, 2, 3, 4	______________
5.	Year 1963	1, 2, 3, 4	______________
6.	Year 1964	1, 2, 3, 4	______________

17. Do you think your students have benefited from your attendance at NDEA? (circle one item)

    1. Very Much
    2. Some
    3. Very Little
    4. None

18. In what in-service programs have you participated?

    1. District
    2. University class
    3. State Curriculum Committee
    4. Textbook Evaluation--District or State Committee

19. What special, significant institutes, workshops, or seminars have you attended other than NDEA? State where held and when attended.

20. What is your opinion as to the contribution made by NDEA funds in helping you to present an effective program of foreign language instruction and to be a better prepared teacher? (circle one item)

    1. Superior
    2. Excellent
    3. Good
    4. Poor
    5. Of no help

Evaluate your language proficiency by MLA standards. Please circle the appropriate description of your skill in the seven areas described below:

21. AURAL UNDERSTANDING

_1_ MINIMAL	The ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.
_2_ GOOD	The ability to understand conversation at average tempo, lectures, and news broadcasts.
_3_ SUPERIOR	The ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays, and movies.

22. SPEAKING

1 MINIMAL	The ability to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native.
2 GOOD	The ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.
3 SUPERIOR	The ability to approximate native speech in vocabulary, intonation, and pronunciation (e.g., the ability to exchange ideas and to be at ease in social situations).

23. READING

1 MINIMAL	The ability to grasp directly (i.e., without translating) the meaning of simple, non-technical prose, except for an occasional word.
2 GOOD	The ability to read with immediate comprehension prose and verse average difficulty and mature content.
3 SUPERIOR	The ability to read, almost as easily as in English, material of considerable difficulty, such as essays and literary criticism.

24. WRITING

1 MINIMAL	The ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations, and the ability to write a short, simple letter.
2 GOOD	The ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.
3 SUPERIOR	The ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

25. LANGUAGE ANALYSIS

_1_ MINIMAL	A working command of the sound patterns and grammar patterns of the foreign language, and a knowledge of its main differences from English.
_2_ GOOD	A basic knowledge of the historical development and present characteristics of the language, and an awareness of the differences between the language as spoken and as written.
_3_ SUPERIOR	Ability to apply knowledge of descriptive, comparative, and historical linguistics to the language-teaching situation.

26. CULTURE

_1_ MINIMAL	An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs, and contemporary civilization of the foreign people.
_2_ GOOD	Firsthand knowledge of some literary masterpieces, and understanding of the principal ways in which the foreign culture resembles and differs from our own, and possession of an organized body of information on the foreign people and their civilization.
_3_ SUPERIOR	An enlightened understanding of the foreign people and their culture, achieved through personal contact, preferably by travel and residence abroad; through study of systematic descriptions of the foreign culture; and through study of literature and the arts.

27. PROFESSIONAL PREPARATION

_1_ MINIMAL	Some knowledge of effective methods and techniques of language teaching.
_2_ GOOD	The ability to apply knowledge of methods and techniques to the teaching situation (e.g., audio-visual techniques) and to relate one's teaching of the language to other areas of the curriculum.
_3_ SUPERIOR	A mastery of recognized teaching methods, and the ability to experiment with and evaluate new methods and techniques.

28. In what areas do you think you are lacking or would like additional professional preparation or training (Circle appropriate items)

1. Aural Understanding
2. Speaking
3. Reading
4. Writing
5. Language Analysis
6. Culture
7. Professional Preparation

29. Have you lived or been for any length of time in a foreign country where the language you are teaching is spoken natively? (Circle one item)

1. Yes Where?______________________________

2. No How Long?____________________________

30. What were your reasons as they pertain to item 29? (Circle one item)

1. Missionary
2. Tourist
3. Student
4. Other (Specify) ____________________________

31. To what professional journals do you subscribe?

Journal	________________	Publisher	________________
"	________________	"	________________
"	________________	"	________________

PART II

Teacher's Attitudes Toward Foreign Language Programs of Instruction and Teacher's Problems.

32. What is your opinion of foreign language instruction? (Circle one item)

    1. Highly important
    2. Moderately important
    3. Of limited importance
    4. Should be removed from curriculum

33. What is your opinion toward your present foreign language teaching assignment? (Circle one item)

    1. Very enthusiastic
    2. Moderately enthusiastic
    3. Willing to tolerate
    4. Would like to discontinue

34. Do you think that foreign languages should be taught to: (Circle one item)

    1. All students
    2. Select students only
    3. Normal or average and above
    4. Elective-selective
    5. Foreign language should not be taught at all

    Please comment why.

35. In your opinion, when should foeeign language instruction begin in your district?

    Circle grade - K 1 2 3 4 5 6 7 8 9 10 11 12

36. Which of the following methods of foreign language teaching do you prefer? Definitions follow, mark your choice.

A. Grammar - Translation (Major emphasis on understanding principles of grammar and ability to translate reading, minimum emphasis on speaking.)

B. Oral - Aural (Major emphasis on developing speaking and listening skills with understanding. Minimum emphasis on translation. Grammar taught after speaking, listening skills have been developed by intensive and extensive use of oral-aural drills.)

C. Audio - Visual - Lingual (Major emphasis on developing speaking and listening skills with understanding by intensive and extensive use of the visual adjunct and/or aids. Grammar is taught after speaking listening skills have been developed and mastered. Minimum emphasis on translation.)

(Circle one item)

1. Grammar - Translation
2. Oral - Aural
3. Audio-Visual-Lingual
4. Approximate position between A & B
5. Approximate position between B & C
6. None of the above (explain) ______________________________

____

To what degree do the following groups support your foreign language program? (Mark with X in the spaces)

	Great Enthusiasm 1	Moderate Enthusiasm 2	Limited Enthusiasm 3	No Enthusiasm 4	Cannot Make a Valid Judgment 5
37. School Board					
38. District Admin.					
39. Principal					
40. Parents					
41. Students					

Continuity of Instruction. (Check with x in squares)	Excel-lent 1	Good 2	Inade-quate 3	Do not Know 4
42. The F.L. instruction you offer in your school is related to the instruction the students received in the earlier grades.				
43. As the students progress through the grades in your school, the F.L. instruction they receive is related or coordinated.				
44. The F.L. instruction offered to students after they leave your school is related to or coordinated with the instruction they received at your school.				

Comment

45. What are the specific problems you have perceived in the foreign language program? Please indicate the various aspects, e.g., personal problems, district-wide problems, state-wide problems, classroom problems, teaching problems, etc. (Please elaborate)

46. Do you think your district should develop the foreign language program cooperatively with teachers, principals, and superintendents?

1. Yes
2. No

47. Inventory of preferred goals for foreign language instruction. Directions for marking: Place a plus (+) after three to five (5) of the items below. These will be the items you value most highly as goals for the foreign language instructional program in the state of Utah. Place a zero (0) after three to five of the items below. These will be the items you value least as goals for the foreign language instructional program in the state of Utah.

There will be three groups of answers when you have completed this section, one group marked (+), one group marked (0), and one group left blank. Please write any comments which you think are necessary to clarify your position on the reverse side of this page.

POSSIBLE GOALS FOR FOREIGN LANGUAGE INSTRUCTION

1. To understand a foreign language when spoken at normal tempo on a subject within the range of the pupil's experience. _____
2. To learn to read with direct understanding, without recourse to English translation, material on a general subject. _____
3. To learn to appreciate the literary heritage of the people whose language is being studied. _____
4. To write, using the authentic patterns of the language and without conscious reference to English. _____
5. To enhance use of own language i.e., to understand linguistic concepts, such as the nature of language and how it functions through its structural system.
6. To acquire, through the foreign language, an understanding and appreciation of the contemporary values and behavior patterns of the people whose language is being studied. _____
7. To acquire a knowledge of significant features of the country or area (geographical, economic, political, doctrines, scientific developments, etc), where the language being studied is spoken natively. _____

8. To acquire a skill that will enhance a student's vocational opportunities, general or professional. _____

9. To be able to speak the language with a degree of fluency. _____

10. To appreciate and understand other people (world neighbors) through the ability to communicate in their tongue. _____

11. To achieve self-realization through development of and acquisition of the specialized skills involved in learning another language. _____

48. Do you participate in Foreign Language Fairs or Festivals?

	Yes 1	No 2
1. District		
2. State		

49. What is your opinion of the Foreign Language Fairs and Festivals which are held annually in the --

	District	State or regional level
1. Of very much value		
2. Of some value		
3. Of very little value		
4. Of no apparent value		

50. What is your opinion of the direction given to you in foreign language by the district office (Circle one item)

(Comments)

1. Excellent
2. Good
3. Fair
4. Poor
5. None given

Part III

Texts and Materials

51. Are you using your text by: (Circle one item)

    1. Personal choice
    2. Requirement

52. Would you name the text you prefer to use, if other than the text being used presently. Please designate for which class text would be used.

    Title________________ For which class____________________

    Author________________ Publisher____________________

    Date of Publication________________________________

53. How do you think your text correlates with the text used by students on the previous level of instruction? (Circle one item)

    1. Excellent correlation
    2. Good correlation
    3. Poor correlation
    4. Not correlated

54. How do you think your text correlates with the text students will be using on the next level of instruction? (Circle one item)

    1. Excellent correlation
    2. Good correlation
    3. Poor correlation
    4. Not correlated

55. In your teaching do you: (Circle one item)

    1. Follow text completely
    2. Supplement some
    3. Supplement a lot

56. Do you think your text or texts is/are: (Circle one item)

    1. Easy to teach from
    2. Fairly easy to teach from
    3. Difficult to follow and teach from
    4. Impossible to teach from

57. Do you find the teacher's manual: (Circle one item)

    1. Very useful
    2. Somewhat useful
    3. Of no use
    4. Do not have one

58. Do you and your students follow any foreign language instructional series by television in the classroom? (Circle one item)

    1. Yes
    2. No

59. What is your opinion or evaluation as to the value of teaching a foreign language via television? (Circle one item)

    1. Very effective
    2. Somewhat effective
    3. Not effective

Language Labs

60. Do you have a language lab? (Circle one item)

    1. Yes
    2. No

61. What is your opinion concerning the value of a language lab? (Circle one item)

    1. Of great help
    2. Of moderate help
    3. Of no help

62. Which type of language lab do you have? (Circle one item)

    1. Library type
    2. Group type
    3. Combined
    4. Electronic classroom

63. For which of the following activities do you use your lab? (Circle all that apply.)

    1. Teaching dialog
    2. Testing
    3. Teaching songs
    4. Teaching culture
    5. Pronunciation drills
    6. Repetition drills
    7. Dictation
    8. Teaching reading
    9. Teaching literature
    10. Other (Specify)

    ____

    ____

64. How many students will your lab accommodate at one time? (Circle one item)

    1. 1 to 5

    2. 6 to 10

    3. 11 to 15

    4. 16 to 22

    5. 23 or more

65. How much time do your students spend studying in the lab? (Circle one item)

    1. Days per week 1 2 3 4 5

66. What is the maximum length of time per day you allow the students to stay in the lab at one sitting? (Circle one item)

    1. 10 minutes

    2. 15 minutes

    3. 20 minutes

    4. 25 minutes

    5. 30 or more minutes

67. In using the lab as a teaching and testing device, would you describe it as: (Circle one item)

    1. Excellent

    2. Good

    3. Fair

    4. Poor

    5. Not useful

68. Do you think the students: (Circle one item)

1. Enjoy lab work
2. Dislike lab work
3. Neutral, neither like nor dislike it

69. In your opinion, what are the lab's: (enumerate)

Strong points	Weak points

70. In regards to a language lab, would you personally prefer to: (Circle one item)

1. Have the school invest in a lab
2. Have the school invest in an electronic classroom
3. Have the school invest the money in some other phase of the language program

71. Would you describe any specific problem(s) you may have encountered with the use of a language lab.

Equipment and Aids

72. In looking over the specific teaching aids in foreign language instruction that are available to you, do you think that: (Circle one item)

    1. Sufficient are provided

    2. Some are provided

    3. Very few are provided

    4. None are provided

73. Do you think that you need additional teaching aids? (Circle one item)

    1. Yes

    2. No

    Please list in descending order of importance the five most useful items of equipment; item one being the most important.

    1.

    2.

    3.

    4.

    5.

74. How would you rate the value of all the foreign language equipment you now have? (Circle one item)

    1. Would be very hard to teach and do an adequate job without it.

    2. Could do a moderately good job without it

    3. Could do as good a job without it

    (Comments)

75. Indicate the number (how many) of the following items of equipment that you have available for use and the degree of availability.

How Many		1 At all Times	2 When Needed	3 Limited Use	4 Difficult to Obtain	5 Not Available
	Language lab					
	Tape recorder					
	Record player					
	Head phones					
	Filmstrip Projector					
	Filmstrips					
	Movie Projector					
	Movie films					
	Television Sets					
	Radio (short wave)					
	(or regular)					
	Screen					
	Maps					
	Globes					
	Records					
	Tape Recordings					
	Blank tapes					
	Song books					
	Flash cards					

How Many		1 At all Times	2 When Needed	3 Limited Use	4 Difficult to Obtain	5 Not Available
____	Song books	____	____	____	____	____
____	Flash cards	____	____	____	____	____
____	Games	____	____	____	____	____
____	Overhead Projector	____	____	____	____	____
____	Opaque Projector	____	____	____	____	____
____	(Other, Specify)	____	____	____	____	____
____		____	____	____	____	____
____		____	____	____	____	____
____		____	____	____	____	____
____		____	____	____	____	____
____		____	____	____	____	____
____		____	____	____	____	____
____		____	____	____	____	____

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AN ANALYSIS OF TRENDS AND TEACHER PROBLEMS IN FOREIGN LANGUAGE INSTRUCTION IN PUBLIC SECONDARY SCHOOLS OF UTAH, 1965

An Abstract of
A Thesis
Presented to the
Department of Languages
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Glen Weston Probst
August 1966

ABSTRACT

The purpose of this study is to analyze the trends of instruction and problems foreign language teachers are facing in Utah and to make recommendations pertaining to the preparation and in-service training of these teachers.

The information pertaining to this study was gathered from two major sources. During the months of April and May of 1965, the writer made personal visits to the administrative offices and foreign language classrooms of the public school districts of Utah. A questionnaire formulated by the writer was mailed to the foreign language teachers in each district. This was explained, when necessary, by the writer in personal interview.

Foreign language teachers in Utah are prepared in professional education. They have indicated a need for help in developing greater speaking proficiency and knowledge of the grammar of the language they are teaching. The teachers have received much help from NDEA institutes and funds for training and purchasing equipment. In-service activities have been helpful. Only about 50 per cent of the foreign language teachers belong to the state foreign language group. The teachers have indicated that they want to use audio-visual-lingual programs of instruction.

A large group of teachers indicated that the continuity of foreign language instruction and texts from one school or level to the next is either inadequate or unknown. The foreign language teachers have confronted the problem of articulation and made adjustments to it. The administrators are not close enough to this problem to give sufficient assistance to its solution, for very few districts have personnel who are actively directing foreign language. The teachers indicated that better coordination needs to be established between the elementary, junior, and senior high schools, and that efforts should be made to correlate high school and university foreign language programs.

It was found that many methods of foreign language instruction are being used today, and this has led to confusion among teachers. A majority of the foreign language teachers indicated a preference of the audio-visual-lingual method and they appear to be establishing a trend in this direction. There is a lack of training on the part of foreign language teachers in the use of newer methods of instruction.

It was learned that the majority of foreign language teachers do not have access to a language laboratory even though they considered its use to be of value. The main advantage of the laboratory, as pointed out by the teachers, is that it improves the student's pronunciation through repetition. The main disadvantage is its tendency toward mechanical failure. Another disadvantage is scheduling. The advantages of the boothless laboratory were evident as a partial solution to the disadvantages of the regular laboratory.

A need for more district foreign language fairs and festivals was evident. State fairs have been a great help in motivating students. The foreign language teachers in the southern half of the state want regional fairs to be held at Cedar City or St. George in order to facilitate participation.

Teachers stated that direction and support from the school district are very important to the healthy development of the foreign language program. Teachers thought that the least amount of support came from school-boards and administrators. They thought that the direction they received from the district offices was inadequate, and in many cases none was given.